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SW 100S.01: Introduction to Social Welfare

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Introduction to Social Welfare
SW 100
Fall, 2008

Instructor: Catherine O'Day, Ph.D.
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E-mail: catherine.oday@umontana.edu
Office Hrs: By appointment
Class Time: Monday, Wednesday, and Friday, 1:10 – 2:00 pm in SS 344

Course Description:

Introduction to Social Welfare presents an overview of human services and the Social Work profession. This course is designed to educate students about programs and problems in meeting social welfare needs. There will be emphasis on the complexity of social services and their historical development. An introduction and analysis of the values, attitudes, economics and political factors that affect the provision of these services will be addressed, as well as potential solutions to social problems.

Program Objectives Related to the Course:

- PO 1** Apply critical thinking skills within the context of professional social work practice
PO 2 Understand the value base of the profession and its ethical standards and principles, and practice accordingly
PO 3 Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice
PO 4 Practice without discrimination and with respect, knowledge and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, sex and sexual orientation
PO 5 Demonstrate understanding of the history of the social work profession and its contemporary structures and issues

Course Objectives

Upon successful completion of this class, students will be able to:

- Examine political perspectives and discuss how they affect social welfare issues
- Understand the concept of social welfare, and its function in society today
- Describe social work, discuss its history, professional standards, ethics and values
- Demonstrate beginning knowledge about generalist social work practice
- Understand and discuss the principles and realities of social justice
- Discuss issues of diversity and discrimination within the social welfare system
- Discuss the major causes of poverty, and understand how these affect individuals, families and society
- Describe accurately, discrimination and prejudice in our society in relation to race, ethnicity, gender, age and sexual orientation
- Describe existing services in child welfare, adult protection, health, youth and adult

- corrections, chemical dependency, aging and physical and mental disabilities
- Discuss social problems caused by welfare reform, immigration, managed care, aging, prisons, and social security

Required Texts:

Zastrow, C. (2008). *Introduction to social work and social welfare. 9th Ed.*, Belmont, CA: Brooks/Cole.

Shipler, D. (2003). *The working poor: Invisible in America*. NY: Knopf Publishing.

Disability Accommodation:

Students who would like reasonable disability accommodations should notify The University of Montana Disability Services and the class instructor as soon as possible. The University of Montana Disability Services for Students will authorize all accommodations.

Academic Honesty:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

Course Requirements:**1. Attendance and Participation**

Attendance is required and will be taken at all class sessions. Failure to attend class shows lack of respect and lack of motivation. More than four absences for any reason will lower your grade. Nine absences (the equivalent of three weeks) will result in a FAILING grade for the course. If the deadline for dropping courses has already passed, your alternative to a failing grade will be to gain approval for a late drop via the petition process. I will not sign such petitions unless there are legitimate reasons for the lack of attendance, reasons you must fully document.

Student participation in class discussions is encouraged. Student input is a valuable learning tool!

2. Discussion Sessions (20 points total)

On four occasions (September 19, October 24, November 14, November 28) the class will break into small discussion groups to consider topics related to class content. Individual students will be assigned to coordinate their group discussion for one session. You will receive five points for each discussion session attended, with 20 points possible over the course of the semester. The instructor will shuttle among the groups.

3. Tests (Midterm = 100 points, Final = 150 points)

Midterm: October 17th

Final: Thursday, December 11, 3:20 – 5:20pm – Social Science 344

Information covered in class lectures and discussions, assigned readings, class handouts, guest presentations and videos will be included in the midterm and final exams. The examinations will include multiple choice, true/false and short answer items.

4. Working Poor Reflection Paper (20 points)

Due Date: October 29th

Write a 4-5 page paper reflecting on *The Working Poor*. You will be graded on content, grammar, spelling and clarity. **Late papers will be docked three points per day – no exceptions. Plan ahead.**

Your paper must include a topic paragraph, a body of paragraphs that elaborate on the topic paragraph and a summary paragraph. If you need help with writing or editing, the Writing Center is an excellent resource. The Writing Center is located in LA 144. You may also call 243-2266 to schedule an appointment.

It is imperative that you learn to write well in preparation for the upper division writing exam.

Some ideas to consider:

- Liberal/conservative views of poverty
- Myths of poverty
- Cycle of poverty
- Race
- Psychological/societal/personal aspects of poverty
- Cost of capitalism/free market

5. Choose One (1) of the Following Options (150 points)

Option A: Community Service

Because direct experience is an effective way to learn, you are encouraged to consider the course's community service option. By working directly with clients a community based organization (e.g. Flagship, Opportunity Resources) 2 hours per week (24 hours total) you should gain a better understanding and appreciation for the material presented in your textbook and in class.

Those who choose this option will turn in a one page journal entry every other Friday beginning September 12 – a total of seven entries over the course of the semester. The journal should clearly describe your experience and how it relates to the issues discussed in class. An outline for journal entries, including the due dates, is attached.

You can arrange your service learning project by contacting The Office of Civic Engagement in the Davidson Honors College or by calling 243- 4442.

Service Learning Projects must be approved by the course instructor.

Option B: Social Issues Research Paper – Due November 19

Research a social issue that interests you and write an 8-10 page paper following the format below. Use the following sub-headings within your paper – it will make it easier to read and grade your paper.

- Description of the social issue
- Factors that cause the social issue
- Populations affected by the social issue
- Policies that address the social issue (both positive and negative effects of policies)
- How the social issue is addressed at a national/state level
- Financial assistance or federal programs that address the issue
- National resources to address the issue
- How the issue is addressed in Missoula (formal and informal resources)
- Social Worker roles relevant to the social issue
- Prevention efforts to solve the issue
- Summary

Your paper must be written in APA format (a handout will be emailed to you and brief discussion will be given in class). You must include a minimum of eight references and cite your sources throughout the paper.

I am available by appointment to address questions regarding the content of the paper. You are encouraged to use the writing center for help with the narrative aspects of the paper (presentation, style, clarity, grammar and spelling). You are required to use APA format. Your paper will be graded on content, clarity, grammar, spelling and APA format.

Grading Scale – Total of 150 points

Content = 75 points

Clarity = 25 points

Grammar/Spelling = 25 points

APA Style = 25 points

Late papers will be docked 5 points per day. No exceptions. Plan ahead!

<u>Assignment</u>	<u>Points</u>	<u>Grading Scale</u>
Midterm – October 17	100	470-500 A 450-469 A-
Working Poor Reflection Paper – October 29	80	435-449 B+ 415-434 B 400-414 B-
Service Learning <u>OR</u> Research Paper	150	385-399 C+ 365-384 C 350-364 C-
Final – December 11	150	335-349 D+ 315-334 D
Discussion Groups (4)	20	300-314 D- 299-0 F
Total Points	500	

CLASS SCHEDULE: SUBJECT TO CHANGE

Week One – Introduction: Social Welfare and Social Work

Reading: Zastrow Ch. 1 “Social Welfare: It’s Business, History and Future”

August 25

Course Outline and Expectations

Introductions

Setting Ground Rules

August 27

Overview of Social Welfare

Political Perspectives

August 29

History of Social Work

Social Work Goals

Week Two – Social Work as a Profession

Readings: Zastrow Ch. 2 “Social Work as a Profession and a Career”

Ch. 3 “Generalist Social Work Practice”

September 1 – No Class – Labor Day

September 3

Speakers: Andrea Vernon, Office of Civic Engagement – Service Learning

Sienna Clayborn, Volunteer Coordinator, Flagship Program

Roles of Social Workers

Knowledge, Skills, and Values of Social Work Practice

Code of Ethics

September 5

Strengths Perspective

Generalist Social Work Practice

The Change Process

Week Three – Poverty

Reading: Zastrow Ch. 4 “Poverty and Public Welfare”

September 8

Who are the poor? Causes of poverty

September 10

Learned Helplessness and the Culture of Poverty

September 12

Social Welfare Programs

Week Four – Homelessness and Food Insecurity

Reading: Zastrow Ch. 5 “Emotional/Behavioral Problems and Counseling”

September 15

Homeless in Montana

September 17

Speaker: Erin Fowler, Director of the Joseph Residence – Homelessness and Social Work

September 19

First Small Group Discussion

Week Five – Emotional/Behavioral Problems and Counseling

Reading: Zastrow Ch. 5 “Emotional/Behavioral Problems and Counseling”

September 22

Mental Health

September 24

Speaker: Forest Henning, Western Montana Mental Health Center

September 26

Children’s Mental Health

Week Six – Family Problems and Services to Families

Reading: Zastrow Ch. 6 “Family Problems and Services to Families”

September 29

Problems in Families –Family Forms and Communication

October 1

Speaker: Jennifer Guist -YWCA – Family Violence

October 3

Understanding Sexual Violence

Speaker: Erin Scott, Outreach Coordinator, SARC

Week Seven – Crime and Correctional Services, Drug Abuse and Treatment

Reading: Zastrow Ch. 8 “Drug Abuse and Treatment Programs”

Zastrow Ch. 9 “Crime, Juvenile Delinquency, & Correctional Services”

October 6

Probation – Criminal Justice System

Speaker: Landee Hollaway

October 8

Drug Abuse and Treatment

Speaker: Dr. Tim Conley

October 10

Crime and Criminal Justice

Midterm Exam Prep

Week Eight – Problems in Education and School Social Work – Midterm Exam

Reading: Zastro CH. 10 “Problems in Education & School Social Work”

October 13

School Issues

October 15

Speaker: Hellgate High School Social Worker

October 17 – Midterm Exam

Week Nine – Services to Youth and Children

October 20

Child Abuse and Neglect – Social Worker Roles

Speaker: Jennifer Wolrod – Child Protective Services and Adoption

October 22

Juvenile Justice

Speaker: Tim Pinsonneault, Montana Department of Corrections, Youth Probation

October 24

Second Small Group Discussion

Week Ten – Prejudice, Discrimination and Oppression

Reading: Zastrow Ch. 12 “Racism, Ethnocentrism, & Strategies for Advancing Social and Economic Justice”

October 27

Race, Racism, Prejudice Discrimination and Oppression

October 29

International Considerations

Speaker: Liz Stoeckel

October 31

Video: A Class Divided

Week Eleven – Sexual Orientation and Services to GLBT Individuals

Reading: Zastrow Ch. 7 “Sexual Orientation and Services to GLBT”

November 3

Gay and Lesbian Issues – Stereotypes and Oppression

November 5

Video: “Assault on Gay America”

November 7

Processing of Assault on Gay America

Week Twelve – Sexism

Reading: Zastrow Ch. 13 “Sexism and Efforts for Achieving Equality”

November 10

Traditional Sex Roles

Women in the Work Place

Effects of Sexism

Social Work and Sexism

November 12

Men and Masculinity

November 14

Third Small Group Discussion

Week Thirteen – Aging and Gerontology Services: Spirituality and Social Work

Reading: Zastrow Ch. 14 “Aging and Gerontology Services

November 16

Speaker: Cindy Garthwait – Social Work and Gerontology

November 19

Aging Services

November 21

Speaker: Karen Fodness – Social Work and Spirituality

Week Fourteen – Health Care/Medical Social Services

Reading: Zastrow Ch. 15 “Health Problems and Medical Social Services”

November 24

Speaker: Randy Wood, Medical Social Work, Health Care Today – Managed Care

November 26-November 28 NO CLASS – Thanksgiving

Week Fifteen – Physical and Mental Disabilities

Reading: Zastrow Ch. 16 “Physical and Mental Disabilities and Rehabilitation”

December 1

Disabilities

December 3

Fourth Small Group Discussion

December 5

Final Exam Prep

Week Sixteen – Final Exam

December 11 – Final Exam – 3:20-5:20pm, Social Sciences 344

Outline for Journal Entries

The primary purpose of the journal assignment is for you to demonstrate your ability to think critically. Although the first and second journal entries should focus more specifically on the organization you are with and day-to-day responsibilities, I want you to *summarize* these activities in your subsequent entries. As a result, you should spend less time elaborating on such statements as “on Tuesday I did such and such with so and so” and instead, describe *why it is being done and what impact it has, while elaborating on your observations of the program and/or clients you’re working with*. For example, if you are working with children, you might summarize your interactions with the children and elaborate more specifically on how the organizations handles non-compliant behavior, offering your thoughts on the procedure, its impacts on the children and its effectiveness as a behavioral management technique. Or, you might interpret the non-compliant behavior from the child’s point of view by describing the type of attention one receives from staff members and other children for being non-compliant.

Next, attempt to integrate your observations with some of the issues and concerns being discussed in class or that are outlined in the textbook. For example, you might describe how the educational system, or what you just described promotes or inhibits healthy behavior or emotional development. Or suggest ways the system might better capture the energy and intelligence of the most disruptive students. Again, integrate aspects of your textbook, outside readings or class discussions in this part of the journal.

After I read your entry, I will pose a question or two for you to address at the beginning of the next journal entry you submit. After you address my question(s), you should submit your usual journal entry.

Make sure your entries do not exceed one typewritten page.

Due Dates

September 12, September 26, October 10, October 24, November 7, November 21, and December 5